

**Professional Commitment Among Secondary School Teachers**

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*Abstract*

*The aim of this study was to study the Professional Commitment among Secondary School Teachers A sample of 100 Secondary school Teachers from Jhajjar District of Haryana state was selected by using simple random sampling technique. The data were collected by using the tool 'Scale for Professional Commitment for Teachers by Kaur el. (2011). Data were analyzed by using statistical techniques such as Mean, S.D. and t-test. Significant difference was found between mean scores of Professional Commitment of Secondary School Teachers with respect to Gender, Marital Status, Residential Background, and Length of Teaching Experience. But no significant difference was found in mean scores of Professional Competence of Secondary School Teachers with respect to their Type of School.*

*Keywords: Professional Commitment*

It is true that the nation is built by its citizens, citizens are prepared in schools by teachers and teachers are made by teacher educators. It is the level of their professional commitment, devotion and dedication that determines the future of the society. A teacher is said to be professional if he/she is committed towards his/her profession. A professionally committed teacher acts as leader, facilitator, manager, guide and organizer of group activities, builder of pupil's personality and is usually expected to promote moral and social values. A professionally committed teacher provides equal opportunities and importance to all the students to ensure optimum level of achievement. Professional Commitment is a multidimensional construct. It refers to a socio-psychological connection of an individual to one's group or organisation, its objectives and values, or to one's occupation and profession. Aranya & Ferris (1984) described Professional Commitment as "the relative strength of (an individual's) identification with and involvement in

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one's profession; acceptance of its goals and willingness to exert effort on behalf of that profession". Huberman (1993) identified teacher commitment as one of most critical factors in the success of education. Marrow & Writh (1989) explained "Professional commitment is an appropriate concept for representing at least part of the career focus dimension of work commitment". Professional commitment is defined as "the psychological link between an individual and his profession that is based on an affective reaction to that profession" (Lee, Carswell and Allen, 2000). Shishupal (2001) found that teacher-trainees exhibited a fair degree of commitment towards teaching profession. Maheshwari (2005) suggested "Teacher's rural and urban background failed to show any bearing on their professional commitment". Shukla (2009) revealed that teaching competency and professional commitment were not found to be related to each other which means committed teachers need not to be competent and vice versa. Ching-Wen (2009) suggested that environment of work place positively influenced the professional commitment and job performance while professional commitment positively influenced job performance. Sood & Anand (2010) studied the level of professional commitment of teacher educators and found significant difference with regard to their gender, marital status and teaching experience. The professional commitment of female teacher educators was found higher than that of male teacher educators. It was also found that highly experienced teacher educators were professionally more committed than less experienced teacher educators. Rani (2014) studied the type of personality with professional commitment and concluded that the extrovert personality of male and female were more professionally committed than the introvert personality.

### **Objectives**

1. To study the difference in mean scores of Professional Commitment among Secondary School Teachers with respect to their certain demographic variables.

### **Hypotheses**

**H<sub>01.1</sub>**. There is no significant difference between mean scores of Professional Commitment among Secondary School Teachers with respect to their Gender.

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**H<sub>01.2</sub>**. There is no significant difference between mean scores of Professional Commitment among Secondary School Teachers with respect to their Marital Status.

**H<sub>01.3</sub>**. There is no significant difference between mean scores of Professional Commitment among Secondary School Teachers with respect to their Residential Background.

**H<sub>01.4</sub>**. There is no significant difference between mean scores of Professional Commitment among Secondary School Teachers with respect to their Type of School.

**H<sub>01.5</sub>**. There is no significant difference between mean scores of Professional Commitment among Secondary School Teachers with respect to their Teaching Experience.

### **Research design**

In the present study, the investigator employed descriptive survey method.

### **Sample**

100 Secondary School Teachers of Jhajjar District were selected by using simple random sampling technique.

### **Tool Used**

In the present study, Scale for Professional Commitment for Teachers by Kaur et al. (2011) was used for data collection.

### **Statistical Techniques Used**

Mean, S.D. and 't'-test were used to analyze the collected data.

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**Analysis and Interpretation**

**Table -1.**

**Comparison of mean scores of Professional Commitment among Secondary School Teachers with Respect to Certain Demographic Variables**

Variables	Categories	N	Mean	S.D.	t-value	Level of significance	Remarks
Gender	Male	46	162.38	20.52	3.12		Significant
	Female	54	177.22	22.54			
Marital Status	Married	60	161.89	20.41	3.14	0.01	Significant
	Unmarried	40	178.21	22.52			
Residential Background	Urban	50	162.42	21.86	3.01	0.01	Significant
	Rural	50	174.89	21.96			
Type of School	Govt.	41	164.23	21.37	1.93	0.01	Not Significant
	Private	59	172.32	22.66			
Teaching Experience	More Experienced	40	162.40	21.87	3.05	0.01	Significant
	Less Experienced	60	175.57	21.99			

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Table -1 indicates that the mean scores of Professional Commitment of male and female Secondary School Teachers are 162.38 and 177.22 and values of S.D. are 20.52 and 22.54 respectively. The calculated t-ratio between the mean scores is 3.12 which is significant at 0.01 level of significance. Hence the null hypothesis  $H_{01.1}$ . “There is no significant difference between mean scores of Professional Commitment among Secondary School Teachers with respect to their Gender” is not accepted.

From Table-1 it is inferred that the mean scores of Professional Commitment of married and unmarried Secondary School Teachers are 161.89 and 178.21 and values of S.D. are 20.41 and 22.52 respectively. The calculated t-ratio between the mean scores is 3.14 which is significant at 0.01 level of significance. Hence the null hypothesis  $H_{01.2}$ . “There is no significant difference between mean scores of Professional Commitment among Secondary School Teachers with respect to their Marital Status.” is not accepted.

Table-1 reveals that the mean scores of Professional Commitment of Urban and Rural Secondary School Teachers are 164.42 and 174.89 and values of S.D. are 21.37 and 22.66 respectively. The calculated t-ratio between the mean scores is 3.01 which is significant at 0.01 level of significance. Hence the null hypothesis  $H_{01.3}$  “There is no significant difference between mean scores of Professional Commitment among Secondary School Teachers with respect to their Residential Background” is not accepted.

Again Table-1 points out that the mean scores of Professional Commitment of Teachers of Government and Private Secondary Schools are 164.23 and 172.32 and values of S.D. are 13.55 and 19.72 respectively. The calculated t-ratio between the mean scores is 1.93 which is not significant at 0.05 level of significance. Hence the null hypothesis  $H_{01.4}$ . “ There is no significant difference between mean scores of Professional Commitment among Secondary School Teachers with respect to their Type of School” is accepted.

Table-1 depicts that the mean scores of Professional Commitment of More Experienced and Less Experienced Teachers are 162.40 and 175.57 and values of S.D. are 21.87 and 21.99 respectively. The calculated t-ratio between the mean scores is 3.05 which is significant at 0.01

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level of significance. Hence the null hypothesis  $H_{01.5}$  “There is no significant difference between mean scores of Professional Commitment among Secondary School Teachers with respect to their Teaching Experience” is not accepted.

### **Findings and Discussion**

1. Significant difference was found between mean scores of Professional Commitment of Secondary School Teachers with respect to their Gender. It was found that male secondary school teachers possessed significantly lower levels of Professional Commitment as compared to their female counterparts. This finding supports the findings of Sood & Anand (2010), Sarah Basu (2016) and Gill & Kaur (2017) who also found significant difference in Professional Commitment of teachers with respect to Gender. This finding contradicts the findings of Kohli(2005) and Gupta & Jain (2013) who found no significant difference between male and female Teacher Educators with respect to Professional Commitment as a whole.
2. Significant difference was found between mean scores of Professional Commitment of Secondary School Teachers with respect to their Marital Status. Unmarried Secondary School Teachers were found possessing high level of Professional Commitment as compared to Married Secondary School Teachers. This finding supports the findings of Sood & Anand (2010) who also found significant difference in Professional Commitment of teacher educators with respect to Marital Status.
3. Significant difference was found between mean scores of Professional Commitment of Secondary School Teachers with respect to their Residential Background. Secondary School Teachers of Rural Areas were found possessing high level of Professional Commitment as compared to Secondary School Teachers of Urban Areas. This finding contradicts the finding of Maheshwari (2005) who found “Teacher’s rural and urban background failed to show any bearing on their professional commitment”.
4. No significant difference was found between mean scores of Professional Commitment of Secondary School Teachers with respect to their Type of School. This finding is in lines with the findings of study conducted by Sarah Basu (2016) who also found the same results.

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5. Significant difference was found between mean scores of Professional Commitment of Secondary School Teachers with respect to their Teaching Experience. On comparing level of Professional Commitment of secondary school teachers based on their length of teaching experience, less experienced teachers were found to possess significantly higher level of Professional Commitment as compared to more experienced teachers. This finding is in lines with the findings of the study conducted by Sarah Basu (2016) who also found the same results. This finding contradicts the finding of Sood & Anand (2010) who found that highly experienced teacher educators were professionally more committed than less experienced teachers.

### **Conclusion**

The findings of the present study revealed that Gender, Marital Status, Residential Background and length of Teaching Experience are important factors which influence the Professional Commitment of Secondary School Teachers while type of school in which they are employed has no effect on their Professional Commitment.

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